



ASSIGNMENT BOOKLET - MODULE B

Marriage

3621 Personal Living Skills 30

Revised 88/10

FOR STUDENT USE ONLY

Date Module Submitted

(If label is missing
or incorrect)

File Number

Time Spent on Module

Module Number _____

FOR SCHOOL USE ONLY

Assigned
Teacher: _____

Module Grading: _____

Graded by: _____

Date Module Received:

Student's Questions
and Comments

Apply Module Label Here

Name

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*Please verify that preprinted label is for
correct course and module.*Module Assignment
Recorded _____

Teacher's Comments:

ALBERTA CORRESPONDENCE SCHOOL

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1. BEFORE MAILING YOUR ASSIGNMENT BOOKLET PLEASE SEE THAT:

- (1) All assignments are completed. If not, explain why.
- (2) Your work has been re-read to ensure accuracy in spelling and details.
- (3) The booklet cover is filled out and the correct module label is attached.

2. POSTAGE REGULATIONS

Do not enclose letters with Assignments Booklets.

Send all letters in a separate envelope.

3. POSTAGE RATES

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Take your Assignment Booklet to the Post Office and have it weighed. Attach sufficient postage and a **green first-class sticker to the front of the envelope, and seal the envelope.** Correspondence Assignment Booklets will travel faster if first-class postage is used.

Try to mail each Assignment Booklet as soon as it has been completed.

When you register for correspondence courses, you are expected to send Assignment Booklets for correction regularly. Do not send more than one Assignment Booklet in one subject at the same time.

**THE FRONT COVER OF THE ASSIGNMENT BOOKLET MUST BE COMPLETED FOR
EVERY MODULE SUBMITTED FOR CORRECTION, AS ILLUSTRATED BELOW**

Correct use of Mailing labels will ensure prompt processing and grading of your **Assignment Booklets**.

The **Mailing Labels** must be checked for spelling and address details.

Please advise the Alberta Correspondence School promptly of any changes in name, address, school, or any other details and we will issue a revised set of labels. Your file number is permanently assigned and **must** be included on all correspondence with the Alberta Correspondence School. If the proper label is not attached to each Assignment Booklet as indicated, it will delay your **course** work being processed and credited to you.

Mailing Labels are to be attached to the **Assignment Booklets** in the space provided for student name and address.

Check carefully to ensure that the **subject name**, and **module number** on each label corresponds exactly with the module you are submitting.

Labels are to be **peeled** off waxed backing paper and **stuck on the cover of the Assignment Booklet**.

Only **one** label is to be placed on each **Assignment Booklet**.

FOR STUDENT USE ONLY		FOR SCHOOL USE ONLY	
<p>Date Module Submitted</p> <p>_____</p> <p>Time Spent on Module</p> <p>_____</p>	<p>(If label is missing or incorrect)</p> <p>File Number</p> <p>_____</p> <p>Module Number</p> <p>_____</p>	<p>Assigned Teacher: _____</p> <p>Module Grading: _____</p> <p>Graded by: _____</p> <p>Date Module Received: _____</p> <p>Module Assignment Recorded _____</p>	
<p>Student's Questions and Comments</p> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>		<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>MODULE</p> <p>FILE NUMBER COURSE NAME NAME ADDRESS</p> </div> <p style="font-size: small; text-align: center;">Please verify that prepared label is for correct course and lesson.</p>	
<p>Teacher's Comments:</p> <div style="border: 1px solid black; height: 80px; margin-top: 5px;"></div>		<p>Student name and Address</p> <p>_____</p> <p>_____</p> <p>When revised labels are received, place the correct new labels on your Assignment Booklets.</p>	
<p>St. Serv. 34-88</p>		<p>Teacher</p> <p>_____</p>	

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CHANGE OF ADDRESS

If the address on your Assignment Booklet differs from the address you supplied on your registration application, please explain. Indicate whether the different address is your home, school, temporary or permanent change of address.

Personal Living Skills 30
Assignment Booklet
Module B
Marriage
Alberta Correspondence School
ISBN No. 0-7741-0385-X

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ASSIGNMENT BOOK INTRODUCTION

Only questions in this Assignment Booklet must be submitted for evaluation. Submit self-study and self-development exercises from your lessons **only** if you wish feedback from your correspondence teacher.

While the self-development and self-study exercises are not graded, you should work through them. The knowledge and skills you develop from doing those exercises could be of value on the exam. If you do not do all of the exercises, your chances of passing the exam will drop. In some cases **not doing the self-development/self-study exercises could be the main cause of failure.**

Answer the questions in this Assignment Booklet in complete sentences. Give examples, where necessary, to help clarify your definitions or explanations.

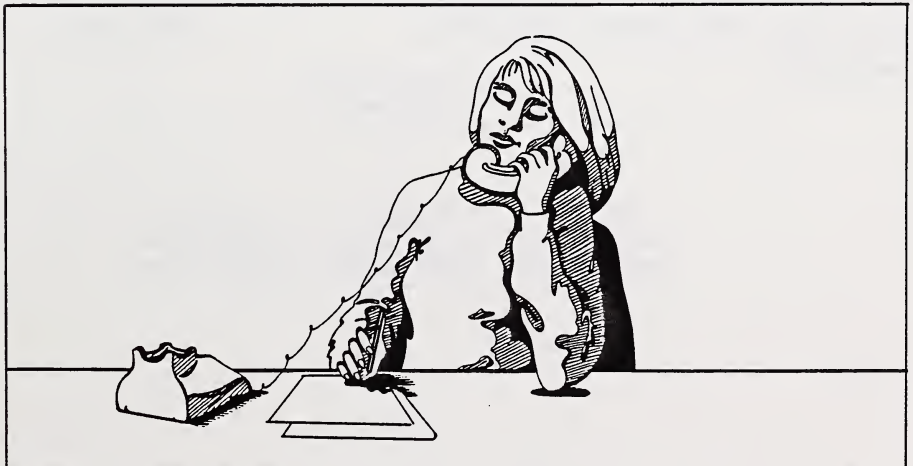
We encourage you to phone us if you have a question, need help or wish to discuss a topic with us.

You can call us toll free from inside Alberta. The steps are:

1. Look in your phone book's white pages. Under the letter "G", you will find "Government of Alberta."
2. The first number given will be a **RITE** number. Dial that number.
3. Tell the operator who answers that you want the Alberta Correspondence School in Barrhead. Our number is 674-5333.

OR

1. Dial "0".
2. Ask for Zenith 22333.
3. When you get the second operator, ask for the Alberta Correspondence School in Barrhead. Our number is 674-5333.





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Complete the readings and self-study exercises for Module B
Lesson 1 before beginning this Assignment Booklet.

EXERCISE 1: Genealogical Project

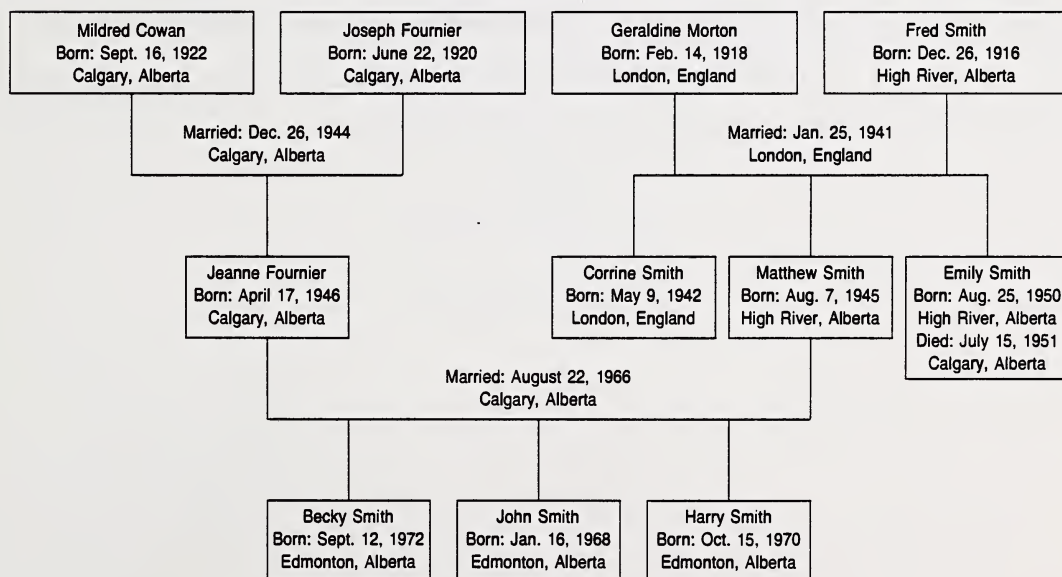
Your genealogy is your “family background.” As you now realize, we trace our family background **bilaterally**. Sometimes it is fun to see how far back we are able to trace our ancestry.

In cultures such as Old China, where much emphasis was placed on ancestor worship and lineage, ancestry was able to be traced back at least five or six generations, and probably more. We do not expect you to be able to trace your ancestry back further than two or three generations. Also, you may find that you are able to easily trace your ancestry in one parent’s family but not in the other parent’s lineage.

In any event, see how far back you can trace your bilateral descent. An example of a common method to display lineage is given below. First, look at this diagram, and then answer the questions on page 2. Then, in Part B of this question, attempt to draw your own ancestry.

You will note that marriage and birth dates and places are usually entered on a lineage diagram or “family tree.” This is done so that if future generations wish to look through church or city/town registries for further family information, they will know the place and date for which to look for old marriage and birth certificates.

FAMILY TREE OF JOHN SMITH



Part A

1. How many brothers and/or sisters does John Smith have? What are their names?

2. What was John Smith's mother's maiden name (name at her birth)?

3. What was John's maternal grandfather's name (name of his grandfather on his mother's side)?

4. Apparently, John's paternal grandmother (grandmother on his father's side) was an Englishwoman, born in London, England. John's paternal grandparents were married in London in 1941. Do you have any ideas about why John's paternal grandfather may have left High River, Alberta and gone to London, England at this time?

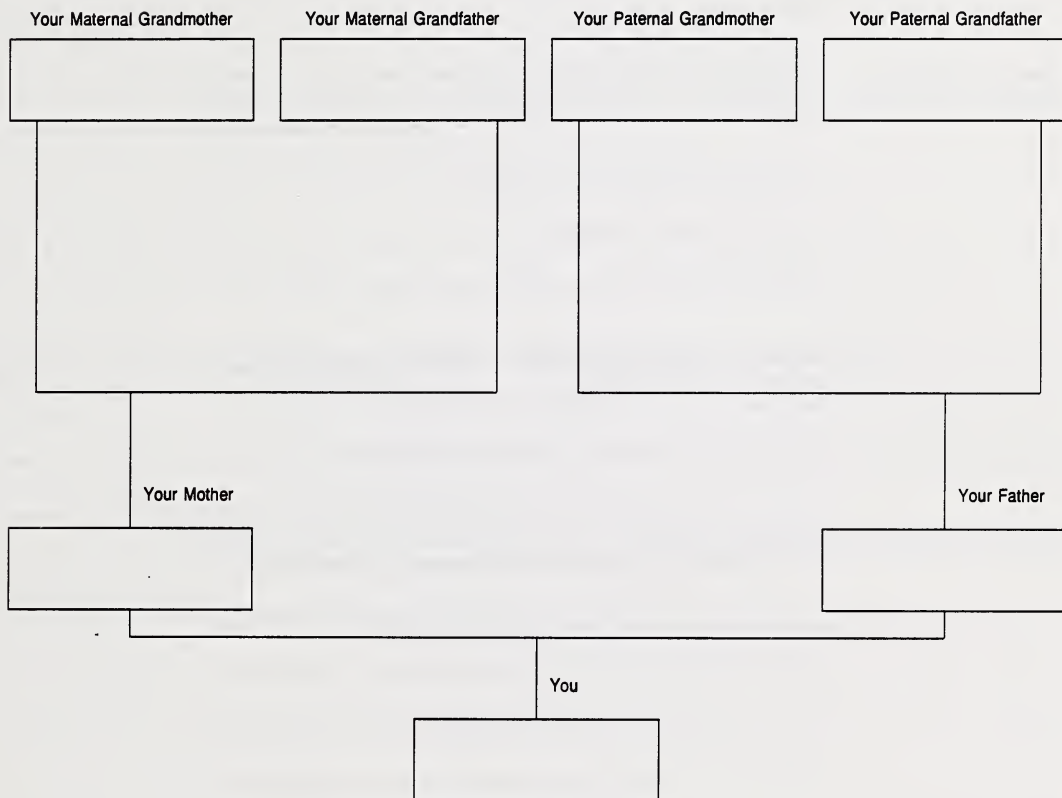
5. John's paternal grandparent's have moved to Canada by the time John's father was born. What date was John's father born?

6. One of John's aunts died when she was only a child. Which aunt was this?

Part B

Trace your own bilateral descent below. You may add extra boxes to show brother/sisters, aunts/uncles.

If the space given is not large enough for your family tree, feel free to use a larger piece of paper or cardboard for your exercise. Then fold or roll it and submit it with this lesson.



EXERCISE 2: Marriage Regulations

1. Are there rules of **exogamy** in Alberta? Explain.

2. Explain the theoretical purposes of **dowries** and **brideprices** which are part of marriage tradition in some cultures.

EXERCISE 3: Different Family Styles

1. Clearly explain two advantages of living in a **nuclear** family arrangement.

2. Clearly explain two advantages of living in an **extended family arrangement**.

3. Clearly explain two societal situations in which a **polygamous** style of family life would be advantageous over a **monogamous** style of family life for survival and adequate functioning of a society.

4. Explain at least three basic differences between the functioning of societies organized with matrilineal lineage, and those organized patrilineally.

Complete the readings and Self-Study exercises for Module B,
Lesson 2 before beginning this part of the Assignment Booklet.

EXERCISE 4: Marriage Traditions and Symbolism

Explain the purpose or superstitious meaning of each of the following wedding traditions:

1. exchanging rings

2. confetti and flowers

3. sharing a wedding meal

4. carrying the bride over the threshold of her new home or apartment.

EXERCISE 5: Legalities of Marriage – The Marriage Contract

1. Why can a person who is seriously mentally ill or drunk not be legally married?

2. What are the two major promises implied in the contract of marriage, the breaking of which can be considered as evidence of marriage breakdown and grounds for divorce?

EXERCISE 6: Divorce

1. What is the legal assumption about how all family property will be divided at divorce, as governed by the Matrimonial Property Act of 1978?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

2. Explain what is meant by the terms **custody** and **maintenance** with respect to divorce. If an ex-spouse has difficulty collecting maintenance, how may he or she get help?

[illegible]

3. In awarding support for an ex-spouse, the 1985 Divorce Act instructs judges to keep in mind that both spouses should become able to support **themselves** as soon as reasonably possible. Knowing this, what caution may you give to a young girl who says, “I’m not going to get any job training. I’m just going to get married anyway, and I don’t plan to work while my family is young”?

Complete the readings and Self-Study exercises of Module B,
Lesson 3 before beginning this part of the Assignment Booklet.

EXERCISE 7: Marriage Analysis

1. Read the following poem. Explain what has happened in this marriage.

In Golden Gate Park that day
a man and his wife were coming along
thru the enormous meadow
which was the meadow of the world
He was wearing green suspenders
and carrying an old beat-up flute in one hand
while his wife had a bunch of grapes
which she kept handing out individually
to various squirrels as if each were a little joke

And then the two of them came on
thru the enormous meadow
which was the meadow of the world and then
at a very still spot where the trees dreamed
and seemed to have been waiting thru all time for them
they sat down together on the grass
without looking at each other
and ate oranges without looking at each other and put the peels
in a basket which they seemed to have brought for that purpose
without looking at each other

And then he took his shirt and undershirt off
but kept his hat on sideways and without saying anything
fell asleep under it
And his wife just sat there looking
at the birds which flew about calling to each other in the stilly air
as if they were questioning existence
or trying to recall something forgotten

But then finally she too lay down flat
and just lay there looking up at nothing
yet fingering the old flute which nobody played
and finally looking over at him
without any particular expression
except a certain awful look of terrible depression.

- Lawrence Ferlinghetti

Review your answers to the various “self-tests” in *Lesson 3*. Then, in several paragraphs, give a summary of what your life goals and values are as far as you now know them and what you will want your married life to be like, if you plan to marry.

Describe what traits you will especially look for in a marriage partner and why they are important to you.

[illegible]

EXERCISE 8: Marriage Expectations

1. "Just wait until we're married. His love for me will change him. Wait and see!"

Why is this a pretty unrealistic attitude to have?

[illegible]

2. On page 19 of *Lesson 3*, Kahlil Gibran instructed married persons to “let there be spaces in your togetherness.” Explain what you believe he meant by this statement, giving examples to illustrate.

[illegible]

3. Why can marrying without a clear idea of what you want out of life promote problems in your marriage?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Complete the readings and Self-Study exercises of Module B, *Lesson 4* before beginning this part of the Assignment Booklet.

EXERCISE 9: Family Problems

1. Explain very clearly why **alcoholism** is known as the “family disease.”

2. Why are women with poor self-concepts more at risk of being abused in their relationships than are women with good self-concepts?

EXERCISE 10: Unfair Fighting Practices

We have all seen examples of unfair fighters in action. Describe one such scene (with no names given, if you wish) which you now realize was an example of unfair fighting.

After you describe the argument, tell whether you believe the persons involved were acting as clobberers, placaters, emotional blackmailers, courtroom lawyers or “kitchen sink” fighters. Support your choice.

What was the outcome of the conflict?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

EXERCISE 11: Communicating More Effectively**1. "I" messages:**

A person with whom we are arguing will be less "defensive" and more willing to communicate with us if we try to use "I" messages that explain **how we feel** about the situation rather than laying blame on the other person.

Each of the following messages is almost certain to make the person being spoken to defensive. **Change each one of these statements of blame or threat to an "I" message** which focuses on how the speaker is feeling about the situation.

You may have to use your imagination to figure out how the speaker may be feeling. An example is done for you.

(a) A husband says to his wife:

"What do you mean you didn't pick up my supplies today! Can't you ever do what you say? You're impossible! You're just so irresponsible!"

He could have said ...

I'm really disappointed and angry that you didn't pick up those supplies for me today. I'm frustrated too-I was going to start building today.

(b) a woman says to her boyfriend:

"Look, buster, you spend any more time talking to that girl tonight and you're going home alone!"

She could have said ...

(c) A husband says to his wife:

"What do you do around here all day? It's 5:00 and where's supper? Not even started! What's going on here? Where in the marriage contract did it say that only one of us has to work hard all day?"

He could have said ...

- (d) A wife says to her husband:

“Why don't you take the kids with you! You're always taking off! It must be nice to have nothing to do all day but drive around and visit your friends!”

She could have said ...

- (e) A daughter says to her mother:

“You never let me do what I want! You treat me like a child.”

The daughter could have said ...

EXERCISE 12: Listening for Feelings

Another element of good communication stressed in this lesson was the need to listen for the feelings behind what is being said to us and the need to respond to these feelings in a non-judgemental way.

Use a “sounds like” or a “are you feeling?” or “does that make you feel?” message to reply to each of the following statements. Your comment should let the speaker know that you think you understand and accept how he or she is feeling.

One example is completed for you.

- (a) A worker says to his friend:

“I researched that whole study — did all the surveying, the compiling, the writing. It was my idea in the first place but he turned it into the head office with his name on it and he got the credit.”

His friend could reply ...

Sounds like you're really feeling cheated!

- (b) A wife says to her husband:

"I don't know what to do with that child or ours. She comes home at all hours of the night and she never phones. Half the time, we don't even know where she is!"

Her husband could reply ...

- (c) A woman says to her friend (about other friends):

"I can't understand why they haven't written. They've never been gone this long without at least a card, and I don't even know how to get in touch with them!"

The friend could reply ...

<p>You have now completed the Assignment Booklet for Module B: Marriage. Please submit the Assignment Booklet to your correspondence teacher as soon as possible so that your work may be reviewed, graded, and returned to you.</p>
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MODULE EVALUATION

Please evaluate this module. It is essential to use accurate descriptive words. Good, well done, awful or gross do not tell us much. We need your help to improve the module. The information you give will not affect your grading in any way.

1. (a) Were definitions adequately explained or illustrated?

Lessons	Yes	No
Lesson 1	_____	_____
Lesson 2	_____	_____
Lesson 3	_____	_____
Lesson 4	_____	_____

- (b) If no, please state the specific definitions.

2. (a) Did you find the suggestions and responses your teacher(s) gave helpful?

Lessons	Yes	No
Lesson 1	_____	_____
Lesson 2	_____	_____
Lesson 3	_____	_____
Lesson 4	_____	_____

- (b) How could we improve our teacher responses and suggestions?

3. (a) Did you phone your correspondence teacher(s) for help?

Yes

Sometimes

No

[illegible]

- (b) Do you feel telephoning your correspondence teacher(s) would be helpful?

4. How did you find the module in general? What did you like about this module? In what other ways do you feel this module could be improved?

[illegible]

N.L.C. - B.N.C.



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